

George Mitchell Primary and Early Years Physical Education Skills Progression

Year 1 Skills Progression for PE

Year 2 Skills Progression for PE

INTENT: Our PE curriculum intent is to deliver a curriculum which is accessible to all and one that will maximise the development of every child's ability and achievement in the area of PE. Enabling them to know more about physical activity and keeping healthy, remember more about the physical activity they participate in and learn about and understand how to use and apply this knowledge to impact upon their physical activity, participation and foster a healthy lifestyle.

Breadth of Study	End Points	Breadth of Study	End Points
Games 1	Send and receive a bouncing ball whilst positioning the body correctly.	Games 1	Demonstrate ball-handling skills, controlling a moving ball and perform rolling and gathering skills in a game situation.
Games 2	Engage in team games, showing the skills learnt in from this unit.	Games 2	Put striking and gathering skills into small-sided games.
Dance	Perform a variety of movements to form a group dance phrase based on the colours in a rainbow. This should be recorded and saved on the shared drive.	Dance	Perform a variety of movements to form a group dance phrase based on the movements and sounds of Fireworks. This should be recorded and saved on the shared drive.
Games 3	Put all attacking and defending skills learnt into team games.	Games 3	Apply attacking and defending skills into invasion games.
Games 4	Improve the passing, catching and movement skills in rugby.	Games 4	Apply the basic elements of hockey and basketball in a game situation.
Athletics	Take part in sports day and demonstrate the basics of athletics.	Athletics	Take part in sports day and demonstrate an awareness of the better ways to perform athletic activities.
Acquiring and developing skills	<ol style="list-style-type: none"> 1. Explore movement ideas and respond imaginatively to a range of stimuli. 2. Move confidently and safely in their own and general space, using changes of speed, level and direction. 3. Be confident and safe in the spaces used to play games. 4. Explore and use skills, actions and ideas individually and in combination to suit the game they are playing. 5. Remember, repeat and link combinations of actions. 6. Use their bodies and a variety of equipment with greater control and coordination. 	1. Explore, remember, repeat and link a range of actions with coordination, control and an awareness of the expressive qualities of dance. 2. Improve the way they coordinate and control their bodies and a range of equipment. 3. Remember, repeat and link combinations of skills. 4. Use their bodies and a variety of equipment with greater control and coordination.	
Selecting and applying skills, tactics and compositional ideas	<ol style="list-style-type: none"> 7. Compose and link movement to make simple dances with clear beginnings, middles and ends. 8. Perform movement phrases using a range of body actions and body parts. 9. Choose and use skills effectively for particular games. 10. Use their bodies and a variety of equipment with greater control and coordination. 	5. Compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional ideas. 6. Choose, use and vary simple tactics. 7. Use their bodies and a variety of equipment with greater control and coordination.	
Knowledge and understanding of fitness and health	<ol style="list-style-type: none"> 11. Recognise how their body feels when still and exercising. 12. Know that being active is good for them and fun. 13. Recognise and describe what their bodies feel like during different types of activity. 	8. Recognise and describe how different dance activities make them feel. 9. Understand the importance of warming up and cooling down. 10. Recognise and describe what their bodies feel like during different types of activity and identify changes.	
Evaluating and improving performance	<ol style="list-style-type: none"> 14. Talk about dance ideas inspired by different stimuli. 15. Copy, watch and describe dance movement. 16. Watch, copy and describe what others are doing. 17. Describe what they are doing. 18. Watch, copy and comment on what others are doing. 	11. Watch and describe dance phrases and dances and use what they learn to improve their work. 12. Recognise good quality in performance. 13. Use given information to improve their work. Watch, copy and describe what they and others have done. Watch, copy and comment on what others are doing and suggest ways they can improve.	
Mastery Achieved (date)			

George Mitchell Primary and Early Years Physical Education Skills Progression

Year 3 Skills Progression for PE

Year 4 Skills Progression for PE

INTENT: Our PE curriculum intent is to deliver a curriculum which is accessible to all and one that will maximise the development of every child's ability and achievement in the area of PE. Enabling them to know more about physical activity and keeping healthy, remember more about the physical activity they participate in and learn about and understand how to use and apply this knowledge to impact upon their physical activity, participation and foster a healthy lifestyle.

Breadth of Study	End Points	Breadth of Study	End Points
Netball	Apply the following skills: passing/catching a netball, use of correct footwork, dodging, marking and shooting in a game situation showing an understanding of the rules.	Basketball	Demonstrate the skills of dribbling, passing, pivoting and applying these to game situations.
Tag Rugby	Apply the following skills: evading and tagging opponents, keeping control of the ball, passing the ball accurately and receiving safely on the move in a game of tag rugby.	Handball	Demonstrate throwing, catching, passing, shooting and travelling skills in competitive games.
Dance	Perform simple cheerleading arm positions and basic movement actions solo, in partners, groups and culminating in whole class performance. This should be recorded and saved on the shared drive.	Dance	Perform, through the theme of Bollywood, arm, hand and footwork movements culminating in whole class performance. This should be recorded and saved on the shared drive.
Hockey	Apply correct stick holding technique, dribbling and passing, receiving, tackling and shooting with accuracy in a game situation.	Rounders	Demonstrate throwing and catching a ball, batting, bowling and striking skills, fielding techniques and apply them to a mini-rounders match
Cricket	Apply under and overarm bowl, batting correctly, different batting shots and fielding techniques in a game situation	Tennis	Demonstrate the ready position, including forehand and backhand shot, interpreting the flight of a ball and reacting to it, and position and movement on the court during a rally.
Athletics	Take part in sports day as part of a team and demonstrate an awareness of the better ways to perform athletic activities including hurdling.	Athletics	Take part in sports day as part of a team and demonstrate an awareness of how to measure and improve their performance in athletic activities.
Acquiring and developing skills	<ol style="list-style-type: none"> 1. Improvise freely on their own and with a partner, translating ideas from a stimulus into movement. Consolidate and improve the quality of their techniques and their ability to link movements. 2. Develop the range and consistency of their skills in all games. Consolidate and improve the quality, range and consistency of the techniques they use for particular activities. 		<ol style="list-style-type: none"> 1. Explore and create characters and narratives in response to a range of stimuli. 2. Develop the range and consistency of their skills in all games. Consolidate and improve the quality, range and consistency of the techniques they use for particular activities.
Selecting and applying skills, tactics and compositional ideas	<ol style="list-style-type: none"> 3. Create and link dance phrases using a simple dance structure or motif. 4. Perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups. Improve their ability to choose and use simple tactics and strategies 5. Keep, adapt and make rules for striking and fielding and net games. 6. Improve their ability to select appropriate actions and use simple compositional ideas. Develop their ability to choose and use simple tactics and strategies in different situations. 		<ol style="list-style-type: none"> 3. Use simple choreographic principles to create motifs and narrative. 4. Perform complex dance phrases and dances that communicate character and narrative. Use simple choreographic principles to create motifs and narrative 5. Perform complex dance phrases and dances that communicate character and narrative. Develop their ability to choose and use simple tactics and strategies in different situations.
Knowledge and understanding of fitness and health	<ol style="list-style-type: none"> 7. Keep up activity over time and know they need to warm up and cool down for dance activities. Know and describe the short-term effects of different exercise activities on the body. Know how to improve stamina. 8. Begin to understand the importance of warming up. Know, measure and describe the short-term effects of exercise on the body. 9. Describe how the body reacts to different types of activity. 		<ol style="list-style-type: none"> 6. Know and describe what you need to do to warm up and cool down for dance activities. Recognise which activities help their speed, strength and stamina and know when they are important in games. 7. Recognise how specific activities affect their bodies. Know, measure and describe the short term effects of exercise on the body. 8. Describe how the body reacts to different types of activity.

Evaluating and improving performance	<p>10. Describe and evaluate some of the compositional features of dances performed with a partner and in a group.</p> <p>11. Talk about how they might improve their dances. Recognise good performance and identify the parts of a performance that need improving.</p> <p>12. Use what they have learned to improve their work. Describe and evaluate the effectiveness of performances, and recognise aspects of performances that need improving.</p>	<p>9. Describe, interpret and evaluate their own and others' dances, taking account of character and narrative.</p> <p>10. Explain their ideas and plans.</p> <p>11. Recognise aspects of their work that need improving.</p> <p>12. Suggest practices to improve their play. Describe and evaluate the effectiveness of performances, and recognise aspects of performances that need improving.</p>
Mastery Achieved (date)		

George Mitchell Primary and Early Years Physical Education Skills Progression

Year 5 Skills Progression for PE

Year 6 Skills Progression for PE

INTENT: Our PE curriculum intent is to deliver a curriculum which is accessible to all and one that will maximise the development of every child's ability and achievement in the area of PE. Enabling them to know more about physical activity and keeping healthy, remember more about the physical activity they participate in and learn about and understand how to use and apply this knowledge to impact upon their physical activity, participation and foster a healthy lifestyle.

Breadth of Study	End Points	Breadth of Study	End Points
Netball	Demonstrate control and good footwork when catching, throwing, shooting and passing accurately using a variety of tactics in a game situation.	Basketball	Confidently perform the skills for passing, dribbling, defending and marking an opponent in a game situation.
Tag Rugby	Demonstrate evading and tagging opponents, passing and receiving a pass at speed and refining attacking and defending skills in a game situation.	Handball	Confidently perform shooting, defending, attacking, blocking and goalkeeping in both small and full-size games.
Dance	Perform, through the movements of the Haka, a choreographed dance phrase based on the Ka Mate Haka culminating in whole class performance. This should be recorded and saved on the shared drive.	Dance	Confidently perform movements, dance phrases and choreographed routines based on the theme of Street Art, culminating in whole class performance. This should be recorded and saved on the shared drive.
Hockey	Demonstrate dribbling, passing, finding space, keeping possession, shooting, tackling and marking in a competitive game situation.	Rounders	Confidently perform throwing, catching and striking a ball consistently as well as fielding following the key rule in rounders and compete successfully as a team.
Cricket	Demonstrate bowling and batting, developing deep field catching and attempting the lofted drive in a game situation.	Tennis	Confidently perform the serve, return serve, footwork and taking the correct position on the court and demonstrating how to recover after making a shot and during a cooperative rally.
Athletics	Take part in sports day as part of a team and demonstrate competency when performing and know how to score and officiate athletic activities.	Athletics	Take part in sports day as part of a team and demonstrate fluency when performing and know how to lead in athletic activities.
Acquiring and developing skills	<ol style="list-style-type: none"> 1. Explore and improvise ideas for dances in different styles, working on their own with a partner and in a group. 2. Develop a broader range of techniques and skills for attacking and defending. 3. Develop consistency in their skills. 4. Develop the consistency of their actions in many events. 5. Increase the number of techniques they use. 		<ol style="list-style-type: none"> 1. Explore, improvise and combine movement ideas fluently and effectively. 2. Choose, combine and perform skills more fluently and effectively in invasion, striking and net games. 3. Develop the consistency of their actions in several events. 4. Increase the number of techniques they use.
Selecting and applying skills, tactics and compositional ideas	<ol style="list-style-type: none"> 6. Compose dances by using adapting and developing steps, formations and patterning from different dance styles. 7. Perform dances expressively, using a range of performance skills. 8. Know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations. 9. Choose and apply skills more consistently in all activities. 10. Choose appropriate techniques for specific events. 		<ol style="list-style-type: none"> 5. Create and structure motifs, phrases, sections and whole dances. 6. Begin to use basic compositional principles when creating their dances. 7. Understand, choose and apply a range of tactics and strategies for defence and attack. 8. Use these tactics and strategies more consistently in similar games. 9. Choose appropriate techniques for specific events.
Knowledge and understanding of fitness and health	<ol style="list-style-type: none"> 11. Organise their warm-up and cool-down activities to suit the dance. 12. Show an understanding of why it is important to warm up and cool down. 13. Know and understand the basic principles of warming up, and understand why it is important for a good-quality performance. 14. Understand why exercise is good for their fitness, health and wellbeing. 15. Know and understand the basic principles of warming up and why it is important for good quality performances 16. Understand why physical activity is good for their health. 17. Understand the basic principles of warming up. 18. Understand why exercise is good for fitness, health and wellbeing. 		<ol style="list-style-type: none"> 10. Understand why dance is good for their fitness, health and wellbeing. 11. Prepare effectively for dancing. 12. Understand why exercise is good for their fitness, health and wellbeing understand the need to prepare properly for games. 13. Understand the basic principles of warming up. 14. Understand why exercise is good for fitness, health and wellbeing. 15. Know why warming up and cooling down are important.

Evaluating and improving performance	<p>19. Describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context.</p> <p>20. Choose and use given information to evaluate their own and others' work.</p> <p>21. Suggest improvements in own and others'.</p> <p>22. Evaluate their own and others' work and suggest ways to improve it.</p>	<p>16. Understand how dance is formed and performed</p> <p>17. Evaluate, refine and develop their own and others work.</p> <p>18. Develop their ability to evaluate their own and others' work, and to suggest ways to improve it.</p> <p>19. Evaluate their own and others' work and suggest ways to improve it.</p>
Mastery Achieved (date)		